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ABSTRACT

City School, an experimental school run by the Vancouver School Board, completed its first year of operation in 1972. It offers a flexible alternative to other available school programs for approximately 100 students in Grades 5 to 10. The Coopersmith Self-Esteem Inventory was administered to students in January and again in May 1972. A comparison of the pre- and post-test results revealed no statistically significant differences. A School Sentiment Index was given to the students in May to assess their attitudes towards several aspects of school. The attitudes of City School students were above average in all areas except "Learning," in which they had an average rating. Achievement tests in English and mathematics were given to all students in May. Students in Grades 5 to 9 had the Metropolitan Achievement Tests, while the Grade 10 students had the Gates-MacGinitie Reading Tests and the Beattie Test of Mathematical Fundamentals for Grades 7 to 12. The results for City School students were average or higher than the norms on all subtests, at every grade level, except for the language subtest at Grade 8 and the Beattie Mathematics Test at Grade 10. The scores obtained by Grade 6 students on a survey test in mathematics were below average compared with scores of students in grade 6 in other Vancouver schools. Questionnaires were completed by 85 students, 58 parents, and 6 parents of students who withdrew from the school prior to May. Both parents and students liked many aspects of the school, but felt some changes were required. (For related documents, see TM 002 483-486.) (Author/DB)

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RESEARCH REPORT

AN EVALUATION OF CITY SCHOOL 1971-72

July, 1972

Marilyn J. Reid

Research Report 72-20

Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B. C.

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AN EVALUATION OF CITY SCHOOL, 1971-72

ABSTRACT

City School, an experimental school run by the Vancouver School Board, has just completed its first year of operation. It offers a flexible alternative to other available school programs for approximately 100 students in Grades 5 to 10.

The Coopersmith Self-Esteem Inventory was administered to students in January and again in May, 1972. A comparison of the pre- and post-test results revealed no statistically significant differences.

A School Sentiment Index was given to the students in May to assess their attitudes towards several aspects of school. The attitudes of City School students were above average in all areas except "Learning," in which they had an average rating.

Achievement Tests in English and Mathematics were given to all students in May. Students in Grades 5 to 9 had the Metropolitan Achievement Tests while the Grade 10 students had the Gates-MacGinitie Reading Tests and the Beattie Test of Mathematical Fundamentals for Grades 7 to 12. The results for City School students were average or higher than the norms on all subtests, at every grade level, except for the Language subtest at Grade 8 and the Beattie Mathematics Test at Grade 10. From this one set of results, there is no way of knowing how much the students have improved during the year as their functioning levels were not ascertained at the beginning of the year. Thus, these results should not be interpreted as an indication of what the students have learned at City School - they simply denote the current levels of student functioning.

The scores obtained by Grade 6 students at City School on a survey test in Mathematics were below average when compared to the scores obtained by Grade 6 students in other Vancouver schools.

Questionnaires were completed by 85 students (85%), 58 parents (67.4%) and six (37.5%) parents of students who withdrew from City School prior to May, 1972. Highlights from these questionnaires follow.

- "Freedom" was a major attraction of the school but feelings about it, while largely positive, were not entirely so.
- Parents were divided in their opinions about voluntary attendance.
- Both the students and their parents recommended that there should be a screening of applicants to ensure a careful selection of students for City School next year.
- The positive aspects of City School that were noted tended to be largely of a personal/social nature.
- Disadvantages mentioned tended to be more of an academic nature.
- Many respondents felt that one of the school's greatest handicaps was the inadequacy of the buildings and equipment.
- There was commendation of the high calibre of the teachers at City School.

- One of the points made most often was that the lack of structure and organization at City School seemed to create and contribute to many of its difficulties.
- There were more positive than negative comments made, particularly by the students.

In conclusion, parents and students like many aspects of City School but feel that some changes are required. Generally, it would seem that they think it is too extreme in certain ways and that there should be greater moderation in these respects at City School.

WHAT IS CITY SCHOOL?

City School was opened as an experimental school by the Vancouver School Board in September, 1971, and has just completed its first year of operation.

This school, which is located on a 2.19 acre site at the corner of 12th Avenue and Ash Street, is housed in two temporary buildings, situated parallel to one another, that were formerly occupied by Edith Cavell primary annex.

Designed originally for primary pupils, these buildings consist of eight portable classrooms that have been combined to form two buildings. The main building contains five classrooms including the library and administrative area, while the other building provides three classroom spaces.

The arrangement of furnishings and equipment within the school is casual and varies from one area of the school to another. For example, one room has no furniture, another has old chesterfields and chairs, while a third room is equipped with tables and chairs. The furniture is moved frequently according to the needs of the current activities.

The proximity of City School to north-south and east-west bus routes facilitates the mobility of the students around Vancouver. This is important since the whole of the metropolitan area is considered to be the learning environment with the school as the focal point.

To some degree, City School was patterned after such innovative programs as SEED in Toronto, which "offers the student an alternative in education - an opportunity to pursue whatever field of interest he wishes to learn about."[1]

The objectives of City School are:

1. To provide the basic subject skills based on individual aims.
2. To encourage involvement by parents and community.
3. To provide for the exploration of areas of interest not normally available in schools.
4. To develop individuality in goal setting and in self-concept.
5. To provide each individual with success.
6. To develop social concepts in a variety of situations.
7. To explore the community and become practically involved.
8. To develop the ability to think.

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1 Yip, Douglas, SEED: A Preliminary Report, Research Department, The Board of Education for the City of Toronto, March, 1971.

For the first year, the population of City School was limited to 100 students ranging in age from ten to fifteen years. These students were registered in Grades 5 to 10 with the exception of a few children (about four) who were registered below these levels.

City School was available to all Vancouver students at these levels as an alternative to traditional schooling. Since applications were received for more students than could be accepted, names of successful candidates were selected by drawing names at random until 100 of the applicants were chosen. Initially, no student was refused admission for unsuitability. Of those students chosen, most had previously attended about 40 different Vancouver public schools. The remainder came from private or non-Vancouver schools. Between September and May nineteen students withdrew from the school and were replaced by others.

Four teachers, two male, two female, were selected for their complementary talents and because they had expressed interest in taking part in this educational venture. The teachers had equal status. There was no principal, however, there was a staff assistant to handle administrative duties.

The school's focus is on the individual, on his right to decide what, when, and how he will learn. The student is given the primary responsibility for making these decisions. Part of the thinking behind this is that if the student is given the choice, he will learn to make wise decisions on his own. He will put greater effort into his work and gain more from it than he would if someone else was directing his work, and he will be happier in the process. The attainment of personal happiness by the students would seem to be an intrinsic feature of the school.

Each student, in consultation with the staff, planned his own program. Several times during the school year, each student met with his parents and teachers to evaluate his progress, each member contributing to this assessment and planning session.

To give an idea of the variety of "subjects" available to students at City School, a sample schedule of events for one day's activities is shown in Figure I. Other items noted on the schedule for the remainder of the week included: photography, films, ecology, reading, German, genetics, drama, electronics and science-batteries. The schedule was written on a blackboard in the coffee room (lounge or meeting room) and students could go when they chose to decide in which, if any, of these activities they would participate. Many of these activities had no set time limit. The students were free to pursue their own interests rather than scheduled activities if they wished.

One of the most important features of City School is the many meetings held among the students and staff. Most mornings begin with half-hour (approximately) small group meetings. The school population is divided into four groups for this. Each teacher has primary responsibility for the students in his group. In these meetings, announcements are made and students and staff are free to discuss anything of concern to them. There are two meetings a week for the student body as a whole. At these meetings, decisions are made about the school, its programs, the students, and even the teachers.

FIGURE I: SAMPLE SCHEDULE FOR ONE DAY'S ACTIVITIES AT CITY SCHOOL.

9:00	Small groups
9:30	Poetry
N.B.	We are on "Open Line" (radio program) today if you want to listen.
9:30	Tables on tape
9:30	Math junk
10:00	Television electro-chemical cells
10:00	Math help - tables
11:00	Short meeting of students going to animal farm Monday
11:00	Cooking - what to do with sausages
11:00	Organic gardening - starting seeds indoors
12:00	Emergency meeting - discipline problem
12:30	Questionnaire (City Study) on third narrows crossing
1:00	Drama
1:00	Man group - China
1:00	Film making - writers' meeting
1:30	Music - bring something to play, e.g. spoons, pieces of wood
2:00	Arithmetic baseball
1:00	French - intermediate
1:30	French - beginners
2:00	French - juniors

At the core of City School is the involvement on an equal (in most instances) basis of everyone, students and teachers alike. Students have votes of equal status in matters of policy, organization, discipline and rules. This "democracy" extends to the choice of subjects offered. If a student wants to pursue a particular interest with other students and staff, he is expected to initiate the activity himself.

The motto of the University of British Columbia "Tuum Est" - "It is yours" or, "It is up to you" might be equally appropriate to City School.

EVALUATION

I - COOPERSMITH SELF-ESTEEM INVENTORY

In an attempt to assess possible changes in the self-concepts of the students as a result of their being at City School, a revision of the Coopersmith Self-Esteem Inventory[1] was administered to all of the students in January and again in May, 1972.[2] The only changes made in the full-length version of the Inventory were the removal of five items which had specific reference to family relationships. This left 53 items dealing with General Self, Social Self--Peers, and School--Academic areas.

As it was not possible to do the first administration until January, the results cannot really be considered on a pre- and post-test basis.

There were 79 students who took the inventory on both occasions. Individual scores were calculated by giving one point for each appropriate response (i.e., True or False) connoting a high self-concept. These scores were then transformed to percentages. The results are expressed as percentages.

The pre-test mean was 66.32%. The post-test mean was 66.48%. The difference between these means (0.16%) was not statistically significant. Although the overall results of these two administrations were nearly identical, there were a number of differences noted in the scores of individual students. Some represented substantial changes from January to May.

Many students made substantial gains or losses from pre- to post-testing. The range of differences in scores was from a loss of 33 points to a gain of 38 points, between pre- and post-testing. Conditions on both occasions were not ideal, and, therefore, individual results may be questionable. Based on these results, students who made significant gains or losses in their self-concepts cannot be identified with any degree of confidence.

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1 Coopersmith, S., The Antecedents of Self-Esteem, San Francisco: W. A. Freeman & Co., 1967.

2 This Inventory was administered and scored by Mr. T. Hunt on behalf of the Education Department of the Vancouver School Board. The results of this test are reported here.

EVALUATION

II - ACHIEVEMENT TEST RESULTS

The assessment of the levels of academic achievement of the students was considered an integral part of the evaluation of City School. It was not possible to obtain a single instrument for measuring achievement suited to all grade levels. The Metropolitan Achievement Tests were given to all students in Grades 5 to 9. Students in Grade 10 were given the Gates-MacGinitie Reading Tests and the Beattie Test of Mathematical Fundamentals for Grades 7 to 12.

Two levels of the Metropolitan Achievement Tests were used. Students in Grades 5 and 6 were given the Intermediate Level, Form F; students in Grades 7, 8 and 9 wrote the Advanced Level, Form F. A partial battery was used at both levels. This consisted of seven subtests which yielded nine scores. These subtests were administered over three days during May, 1972. Norms for the interpretation of the results are provided.

Table I shows the percentiles, stanines, and grade equivalents corresponding to the mean standard scores of the students in each of nine areas on the Metropolitan Achievement Tests. These results are shown separately for students registered in Grades 5, 6, 7, 8 and 9.

TABLE 1: AVERAGE RATINGS OF STUDENTS IN GRADES 5 TO 9 ON THE METROPOLITAN ACHIEVEMENT TESTS, MAY, 1972.

Metropolitan Achievement Tests		Gr. 5 (N=13)	Gr. 6 (N=21)	Gr. 7 (N=24)	Gr. 8 (N=11)	Gr. 9 (N=14)
1. Word Knowledge	- Percentile	77	87	83	57	81
	- Stanine	7	7	7	5	7
	- Grade Equivalent	7.3	9.7	9.7	9.3	9.7
2. Reading Comprehension	- Percentile	88	83	82	55	85
	- Stanine	7	7	7	5	7
	- Grade Equivalent	8.1	8.8	9.5	8.9	9.5
3. Total Reading (1 + 2)	- Percentile	83	89	84	59	82
	- Stanine	7	7	7	5	7
	- Grade Equivalent	7.7	9.8	9.8	9.5	9.8
4. Language	- Percentile	51	64	76	43	67
	- Stanine	5	6	6	5	6
	- Grade Equivalent	6.1	8.0	9.8	8.3	9.8
5. Spelling	- Percentile	62	71	71	59	62
	- Stanine	6	6	6	5	6
	- Grade Equivalent	6.1	7.6	9.4	9.8	9.8
6. Math Computation	- Percentile	54	50	72	67	54
	- Stanine	5	5	6	6	5
	- Grade Equivalent	5.9	6.9	8.6	9.6	9.6
7. Math Concepts	- Percentile	51	69	70	61	69
	- Stanine	5	6	6	6	6
	- Grade Equivalent	5.8	8.2	8.1	9.1	9.7
8. Math Problem Solving	- Percentile	63	52	79	63	56
	- Stanine	6	5	7	6	5
	- Grade Equivalent	6.3	6.6	9.8	9.6	9.8
9. Total Math (6 + 7 + 8)	- Percentile	60	62	72	59	56
	- Stanine	6	6	6	5	5
	- Grade Equivalent	5.9	7.1	8.6	8.9	9.8
Actual Grade Placement		5.8	6.8	7.8	8.8	9.8

The Gates-MacGinitie Reading Tests, Form F1M, were given to the few Grade 10 students (N=7). These consist of three subtests from which five scores are obtainable. To supplement the Gates-MacGinitie, the Beattie Test of Mathematical Fundamentals for Grades 7 to 12 was given to the Grade 10 students (N=5).

In interpreting the Beattie results, it should be noted that 1960 norms for Grade 9 Vancouver students were used as these were the most appropriate available. Had Grade 10 norms been available for comparison, the ratings on the City School students would likely have been lower.

Results for the Grade 10 students on the Gates-MacGinitie and Beattie Tests are shown in Table II.

TABLE II: AVERAGE RATINGS OF GRADE 10 STUDENTS ON THE GATES-MACGINITIE READING TEST, SURVEY F, FORM 1M, AND ON THE BEATTIE TEST OF MATHEMATICAL FUNDAMENTALS FOR GRADES 7 TO 12, MAY, 1972.

Mean Standard Scores on the Gates-MacGinitie Reading Test Expressed as a Percentile
(N=7)

1. Speed and Accuracy	
a) Attempted	75
b) Correct	79
2. Vocabulary	69
3. Reading Comprehension	74
4. Total Reading (Vocabulary and Comprehension combined)	72

Mean Score on the Beattie Test of Mathematical Fundamentals Expressed as a Percentile and Letter Grade

Mean (N=5)	10th Percentile	Letter Grade "D"

The results for Grade 9 students are slightly elevated as norms had to be used which were applicable to students in the first half of Grade 9 only, while the City School students were in the last half of Grade 9 when the tests were administered. Thus, had suitable norms been available, the Grade 9 results would have been slightly lower than they appear here. For these reasons and because some scores were beyond the top of the scale, the Grade 9 results must be interpreted with caution. The Grade 9 students performed, on the average, at a level at least equal to their grade placement.

The mean stanines and percentiles were average or higher on all subtests at every grade level, except for the Language subtest at Grade 8 which had a percentile rank of 43.

As a total group, the students seemed generally stronger in reading areas, i.e., they tended to perform better in Word Knowledge, Comprehension, and Total Reading than they did in other areas assessed. As a group, their weaker areas were Language, Spelling, and the various Mathematics subtests. Even in their poorer areas, the City School students as a group achieved above the 50th percentile.

Grade 7 students achieved the highest standings relatively, and those in Grade 8, the lowest.

As the Grade 10 tests were administered to very few students (5 on one test, 7 on the other), the results must be interpreted conservatively. The percentiles of the mean standard scores on the subtests of the Gates-MacGinitie Reading Tests were all well above the mid-point of 50.

The results obtained by five Grade 10 students on the Beattie Test of Mathematical Fundamentals were, generally, not very good. The mean raw score of 26 was at the 10th percentile and rated "D". This score (26) was 13 points below the norm.

There is some question as to the appropriateness of the Beattie Test for these students. This test stresses speed which receives little emphasis at City School. It is worthy of note that a larger group of students in Grade 8 at a Vancouver secondary school, which also has a loosely-structured rather than traditional arrangement, received similarly poor scores on the Beattie Test in a recent administration.

Mean scores for groups of children conceal individual performances. Several children at the school achieved very highly on the tests. Probably, these are very bright children who have achieved well throughout their schooling and likely will continue to achieve irrespective of the nature of their schools. However, there were a number of children at the other end of the spectrum who achieved poorly on these tests. The performance of these low-achievers should be further investigated to assess their needs and to make appropriate plans for their remediation.

Unfortunately, since no pre-testing was done, few conclusions can be drawn from the above achievement test results. From this one set of results there is no way of knowing how much the students have improved during the year as their functioning levels were not ascertained at the beginning of the year. Thus, these results should not be interpreted as an indication of what the students have learned at City School. The results simply suggest that during the years of their schooling, the City School students have, on the whole, learned an average or greater amount of material in the areas assessed.

Survey Test in Mathematics - Grade 6

A survey test in Mathematics was administered to all pupils in Grade 6 of Vancouver schools during the week of May 29 - June 2, 1972.

The test was based on the Mathematics 6 curriculum guide and it was designed in 1969 to assess the work covered to the middle of May. It had three parts, given in separate sessions: computation, concepts, and problems.

Norms for Vancouver were developed. Scores for the sixteen Grade 6 students from City School tended to be below average compared to other Vancouver schools. Median scores with their corresponding percentiles and letter grades were: (Possible scores are in brackets.)

	Raw Scores	Percentiles	Letter Grades
Computation	14.5 (36)	28	C-
Concepts	10.5 (24)	38	C- to C
Problems	5.8 (12)	34	C-
Total Score	30.5 (72)	29	C-

These results for the Grade 6 students of City School are considerably lower than those on comparable subtests of the Metropolitan Achievement Test on which the Grade 6 students had percentiles ranging from 50 to 69 on the four Mathematics scales. The reasons for this apparent discrepancy are uncertain.

EVALUATION

III - SCHOOL SENTIMENT INDEX

An informal instrument called the School Sentiment Index[1] was administered to City School students in May, 1972, to evaluate their attitudes towards education. Two levels of the Index were used. Students in Grades 5 and 6 were given the Intermediate Level (see Appendix A). Students in Grades 7, 8, 9 and 10 were given the Secondary Level (see Appendix B).

At the Intermediate Level, the Index consists of 75 statements regarding various aspects of school to which students respond by indicating whether each statement is "true" or "untrue" for them.

At the Secondary Level, the Index consists of 83 statements regarding various aspects of school to which students respond by indicating "strong agreement," "agreement," "disagreement," or "strong disagreement."

This self-report device attempts to measure students' attitudes towards the following five aspects of school.

1. Teacher, which can be subdivided into:
   a) Mode of Instruction,
   b) Authority and Control, and
   c) Interpersonal Relationships;
2. Learning;
3. School Social Structure and Climate;
4. Peer; and
5. General.

During the administration of the School Sentiment Index, students rated each statement by marking their responses on separate answer sheets.

1. Intermediate Level

Scores were obtained by counting one point for each positive response; that is, for each "true" or "untrue" response which indicated a favourable attitude toward school.

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1 The School Sentiment Index was developed by the Instructional Objectives Exchange of Los Angeles, California.

Average scores for each group of students (Grade 5, Grade 6, and Grades 4, 5 and 6), were computed for each subscale and for the total test.

As the subscales have varying numbers of items, their ranges of possible scores and the scale means are also different. The range of scores and the mean for each subscale are shown in Table III. Mean values obtained by the groups which are larger than the arithmetic averages, indicate above average ratings.

The results at the Intermediate Level are presented in Table III.

TABLE III: MEAN SCORES BY GRADES OF STUDENTS AT CITY SCHOOL ON SUBSCALES OF THE SCHOOL SENTIMENT INDEX, INTERMEDIATE LEVEL, MAY, 1972.

Grade Level	Number of Students	SUBSCALES								
		Teacher			Teacher Total (whole subscale)	Learning	Peer	School Social Structure and Climate	General	Total
		Mode of Instruction	Authority & Control	Interpersonal Relationships						
rade 5	13	9.15	11.15	6.08	26.38	2.92	7.46	12.08	6.62	55.46
rade 6	20	9.80	11.05	5.65	26.50	3.15	7.40	12.45	6.05	55.55
otal Group[1]	35[1]	9.46	10.94	5.74	26.14	3.00	7.34	12.17	6.17	54.83
ange of ossible cores		0-13	0-13	0-8	0-34	0-6	0-10	0-16	0-9	0-75
rithmetic ean		6.50	6.50	4.00	17.00	3.00	5.00	8.00	4.50	37.50

1 Includes 2 pupils in Grade 4.

2. Secondary Level

Scores were obtained by assigning points (4, 3, 2, or 1) to each response, as indicated on the scoring guide. Alternate responses which reflected a positive attitude received the values of "3" and "4" whereas negative responses were assigned the values of "1" and "2". The mean scores for each section in the Index were calculated.

The numerical value of "2.50" is the arithmetic average or mean of the four-point rating scale. Mean values larger than "2.50" indicate above average ratings whereas mean values smaller than "2.50" depict below average ratings.

The results of the Secondary Level are in Table IV.

TABLE IV: MEAN SCORES BY GRADES OF STUDENTS AT CITY SCHOOL ON SUBSCALES OF THE SCHOOL SENTIMENT INDEX, SECONDARY LEVEL, MAY, 1972

Grade Level	Number of Students	SUBSCALES								
		Teacher			Teacher Total (whole subscale)	Learning	Peer	School Social Structure and Climate	General	Total
		Mode of Instruction	Authority & Control	Interpersonal Relationships						
Grade 7	24	3.26	3.31	3.30	3.28	2.51	3.04	3.18	2.95	3.13
Grade 8	11	2.95	2.98	2.75	2.90	2.26	3.02	2.85	2.64	2.80
Grade 9	14	3.00	3.20	3.04	3.06	2.57	2.96	2.96	2.68	2.93
Grade 10	5	3.49	3.50	3.37	3.46	2.77	2.83	3.11	3.04	3.21
Total of Grades 7-10	54	3.15	3.23	3.12	3.16	2.50	2.97	3.05	2.82	3.02
Range of Possible Scores		1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4	1-4
Arithmetic Mean		2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50	2.50

Among students assessed by the Intermediate Level of the School Sentiment Index, attitudes towards various aspects of school seemed to be above average in all areas except towards "Learning" (according to the Index). The average score for the total group of students on the "Learning" subscale was exactly at the arithmetic mean.

Results were similar for the students assessed by the Secondary Level of the Index, i.e., attitudes towards various aspects of school seemed to be above average in all areas except towards "Learning". For these older students also, the average score on the "Learning" subscale was exactly at the arithmetic mean. Thus, the attitude towards "Learning" of City School students could be considered average.

Considering the student body as a whole, Grade 8 students, followed by Grade 9 students, had, in general, the least positive attitudes towards various aspects of school. The attitude towards "Learning" of the Grade 8 students was below average; that is, more negative than positive. No single grade level of students had a remarkably more positive attitude than any other grade level.

Unfortunately, at the time of the evaluation in May, many City School students had the impression that the continued existence of their school was threatened. Consequently many students were reluctant to say anything that might jeopardize their school. It is thought that this feeling of threat had the effect of elevating the scores on the Index, making the results somewhat questionable.

As norms for the School Sentiment Index are not available on a national or local basis, clearly defined reference points cannot be established for evaluating the mean numerical ratings. However, the Intermediate and Secondary Levels of the Index have been administered to students at several Vancouver schools during the past year, the results of which provide some means for comparison. At the Secondary Level, the attitudes towards school of City School students tended to be more positive, in most aspects, than those of students at two other secondary schools. At the Intermediate Level, the attitudes towards school of City School students were comparable with those of pupils in three other elementary schools. At the Intermediate Level, City School students tended to be more positive towards "School Social Structure and Climate" and less positive towards "Learning" than were students from the three other Vancouver schools.

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EVALUATION

IV - STUDENT QUESTIONNAIRE

Questionnaire to Students

Questionnaires were completed by 85 students (35% return, approximately) as part of the assessment of City School by the Planning and Evaluation Department.

A summary of the responses to the questionnaires follows.

1. Are you a girl? boy?
Fifty-four of the respondents (63.5%) were girls and 31 (36.5%) were boys.

2. What grade were you in last year?
Current grade levels of the 85 students who completed the student questionnaire were:

Grade Level	No. of Students	Percentage
10	7	7.5
9	14	15.1
8	12	12.9
7	24	25.8
6	21	22.6
5	13	14.0
4	2	2.1

The largest single group of students is registered at the Grade 7 level. Students enrolled in Grades 6 and 7 account for almost half of the school's population.

3. What school did you attend last year?
The 83 students who responded to this question attended 39 different schools the previous year. Of these 39 schools, 32 are Vancouver public schools. The number of students from any one school ranged from one to six.

4. Do you expect to be at City School again next school year (starting September 1972)?

Yes	36	(42.4%)
No	24	(28.2%)
Not Sure	24	(28.2%)
No Response	1	(1.2%)

If no, please state the reasons for your leaving and indicate where you expect to go to school next year.

The following were the most common reasons given for leaving City School:

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- Family leaving Vancouver. 6 (7.1%)
- Prefer and more suited to traditional school with more structure, organization, and academic emphasis. 6 (7.1%)
- Not getting enough work done at City School. 5 (5.9%)
- City School not large enough to have some of the features I want or need, e.g., special courses, facilities, social activities, more older students. 5 (5.9%)
- Want to attend a school closer to my home and friends. 4 (4.7%)
- Want to attend University Hill School which has a similar sort of programme (older students). 4 (4.7%)

According to the students, fewer than half of them (42.4%) will definitely be returning to City School next school year. Among those who are definitely planning to leave, the reasons for doing so are diverse.

5. Who made the decision about your going to City School?

You	15	(17.6%)
Your parents	7	(8.2%)
You and your parents together	62	(72.9%)
No response	1	(1.2%)

If you were included in making the decision, why did you want to go to City School?

Only seven respondents indicated that they were <u>not</u> included in making the decision regarding their going to City School.

The reasons most frequently given by the students for wanting to attend City School were:

- City School seemed different and I wanted to see what it would be like. 18 (21.2%)
- City School offered greater freedom and had fewer rules. 16 (18.8%)
- I was dissatisfied with my previous school. 15 (17.6%)
- City School offered greater freedom of choice of activities. 13 (15.3%)
- I like to work at my own pace. 11 (12.9%)
- I disliked the pressure of being told "what to do" at my previous school. 9 (10.6%)
- I like to work independently. 8 (9.4%)
- I work better in a less structured situation. 5 (5.9%)
- I was in conflict with my teachers at my last school. 4 (4.7%)

6. What do you <u>like most</u> about being at City School?

The responses given most often by the students were:

- Freedom to go where I want and to do what I want when I want.	43	(50.6%)
- I like working on my own and at my own pace.	17	(20.0%)
- I may learn only what I want to learn.	14	(16.5%)
- I like the good teacher-student relationships.	12	(14.1%)
- Because the school is small it is possible to get to know everyone.	11	(12.9%)
- The atmosphere is more relaxed.	9	(10.6%)
- There are many activities and field trips available.	5	(5.9%)

Half of the students consider that the one aspect, freedom, is the feature of City School they like most. This characteristic was more than twice as popular as the second most frequent response.

7. What do you <u>like least</u> about being at City School?

The responses to this question that were most often given by the students were:

- Some of the students and some of the teachers.	19	(22.4%)
- Lack of equipment and facilities.	13	(15.3%)
- I cannot work well here.	7	(8.2%)
- It is run by Vancouver School Board which has its disadvantages.	5	(5.9%)
- The tests - particularly this evaluation.	5	(5.9%)
- Too few students, therefore social activities are restricted.	4	(4.7%)
- Nothing.	4	(4.7%)
- School is too far from my home and friends.	3	(3.5%)

Perhaps what is most noteworthy here is that there were considerably fewer responses to this question on least-liked aspects than there were to the previous questions on most-liked aspects of City School. This probably in part reflects the students' reluctance to criticize their school because they felt the school's existence was threatened. Also, it is indicative of the way the students felt about their school - more positive than negative, liking more than they disliked.

8. How do you feel about being in mixed groups for activities at City School with students older and/or younger than yourself?

Like It	73	(85.90%)
Dislike It	6	(7.05%)
No Response or Undecided	6	(7.05%)

What do you like or dislike about this?

The main reasons given for the choices were:

- I can learn with the help of both older and younger people.	21	(24.7%)
- There are more people to work with and to have as friends.	6	(7.1%)
- It makes little difference .	5	(5.9%)
- It is a more "real life" situation.	4	(4.7%)
- I've learned more about getting along with people.	4	(4.7%)
- Younger children misbehave and are bothersome.	4	(4.7%)
- I usually hang around with older people.	3	(3.5%)
- I prefer to be with people my own age.	3	(3.5%)
- Nothing.	3	(3.5%)

Although a majority of the students responded that they liked being in groups of mixed ages, a number of their comments indicated that they felt less definitely about this. The comments of many students denoted indifference or ambivalence. Generally, it tended to be older students who were less keen on having mixed ages - they objected to so many younger children and relatively fewer older ones.

9. Do you think there are enough choices of subjects offered at City School?

Yes	64	(75.3%)
No	18	(21.2%)
No Response	3	(3.5%)

The students made the following comments:

- There should be more choices of subjects and activities, particularly in science and athletics.	16	(18.8%)
- There is a good choice of subjects.	15	(17.6%)
- It is possible to study any subject of interest to me.	11	(12.9%)
- More equipment is needed before other subjects can be offered.	3	(3.5%)

Most of the students seemed satisfied that there were enough choices of subjects available. Some suggested that those who were dissatisfied with available choices could initiate courses themselves or could obtain them at other schools.

10. How do you think your progress in the <u>academic subjects</u> at City School compares to the progress you were making at your previous school?

More progress at City School	31	(36.5%)
Some amount of progress	25	(29.4%)
Less progress at City School	21	(24.7%)
Undecided or varies with subjects	8	(9.4%)

11. Do you like being able to organize your own time and choose the activities you will take part in?

Yes	79	(92.9%)
No	1	(1.2%)
No Response	5	(5.9%)

What do you like or dislike about this?

Responses to this question included:

- I have complete freedom in **deciding what I do** at school.	16	(18.8%)
- I can work as my mood dictates.	14	(16.5%)
- I am not pushed, rushed, or pressured.	6	(7.1%)
- I enjoy doing school work more.	4	(4.7%)
- I can pursue my own interests .	4	(4.7%)
- I find it hard to organize my own work.	4	(4.7%)
- It teaches me self-discipline .	3	(3.5%)
- I like to have a choice .	3	(3.5%)
- It gives me a feeling of independence, maturity, self-respect and individuality.	3	(3.5%)

Nearly all students responded that they like being able to organize their own time and choose their activities. The reasons given by many students reflected their liking of freedom which became apparent in responses to prior questions.

12. What do you like <u>most</u> about doing the majority of your school work on your own?

Answers given most frequently to this question were:

- I can work at my own speed.	21	(24.7%)
- I make the choice of subjects to be studied and the conditions under which I study.	14	(16.5%)
- I am not pressured by a teacher telling me what, how, and when to learn.	11	(12.9%)
- I can work independently at any pace I choose.	7	(8.2%)
- I work more efficiently on my own.	4	(4.7%)
- I work when I feel like it, so I enjoy doing it.	3	(3.5%)

Again, the liking of the greater freedom at City School is apparent in the students' responses.

13. What do you like <u>least</u> about doing the majority of your school work on your own?

Answers given most often to this question were:

- It is too easy to work below my capability.	18	(21.2%)
- There is nothing I like least about this.	13	(15.3%)
- I sometimes require more teacher direction.	10	(11.8%)
- It is sometimes hard to get help from the teacher.	7	(8.2%)
- I prefer working in a group to working on my own.	4	(4.7%)

Most students who responded to this question reported difficulties in working on their own resulting from less pressure and teacher direction, and from greater freedom.

14. Do you think you learn more or less by working mostly on your own than if you were in another school?

More	54	(63.5%)
Less	21	(24.7%)
Same	2	(2.4%)
No Response	8	(9.4%)

Nearly two-thirds of the students said that they learn more by working mostly on their own. However, a quarter of the students said that they learn less by working on their own than if they were under stricter supervision in another school.

15. Are you able to get help from your teachers when you need it?

Yes	73	(85.9%)
No	2	(2.3%)
Sometimes	5	(5.9%)
No Response	5	(5.9%)

Please comment

The most common responses to this question were:

- Teachers are always willing and find time to help.	16	(18.8%)
- Help from the teachers is always available.	13	(15.3%)
- I can get help sometimes or usually (most of these students had responded "yes" above).	9	(10.6%)
- Sometimes the teachers are too busy (most of these students had responded "yes" above).	8	(9.4%)

Although a large majority responded "yes" to this item, some of these students appear to have some lack of conviction about their responses and these would belong more appropriately in the "sometimes" category. However, most students indicated that getting help from a teacher is not difficult as long as one is willing to be reasonable and wait until the teacher is available.

16. In what ways has your being at City School been <u>good</u> for you?

Common responses to this question were:

- I can express myself better and I am more confident and relaxed.	13	(21.2%)
- I have learned more.	14	(16.5%)
- I am more mature and independent since coming here.	7	(8.2%)
- I am more self-disciplined and responsible.	7	(8.2%)
- I have learned to work on my own.	7	(8.2%)
- I have learned more about other people and am able to get along better with them.	7	(8.2%)
- I like school more now than I did before coming to City School.	6	(7.1%)
- I have met more people and made new friends.	4	(4.7%)
- I understand myself better.	3	(3.5%)
- I am able to work on that which interests me.	3	(3.5%)

It is noteworthy that the ways which most students said City School had been good for them were of a personal and/or social nature rather than academic.

17. In what ways has your being at City School <u>not</u> <u>been</u> <u>good</u> for you?

Responses commonly made to this question were:

- I am unable to work well on my own.	16	(18.8%)
- There are no ways really.	13	(15.3%)
- My academic learning has suffered partly because some activities are not available.	11	(12.9%)
- School is too far from my home and friends.	4	(4.7%)

There were fewer negative responses than positive responses to the question of City School's effect on students. Most negative effects related to the lack of academic learning.

18. List the 5 activities in which you have been involved at City School which you think were the most worthwhile experiences. Indicate in what ways they were valuable to you.

Activities which were mentioned by six or more students are listed below:

Mathematics	21	(24.7%)
Drama	18	(21.2%)
English	14	(16.5%)
Science	11	(12.9%)

(Another 11 students specified particular branches of science)

Camping	11	(12.9%)
Hiking	11	(12.9%)
Working at P.N.E. Farm	10	(11.8%)
Cooking	9	(10.6%)
Child Care	9	(10.6%)
Reading on own	9	(10.6%)
Working with video tape	8	(9.4%)
Music - particularly guitar	8	(9.4%)
French	8	(9.4%)
Social Studies	7	(8.2%)
Bazaar	7	(8.2%)
Gymn.	7	(8.2%)
Photography	7	(8.2%)
Court House (observed trials)	6	(7.1%)
Art	6	(7.1%)

(Another 6 students specified particular kinds of art activities)

Not all students indicated in what ways these activities were of value to them and their comments were widely diverse. A few sample comments are offered here:

MATH:- " I learned a lot."
DRAMA:- "Because I like it and it gives me confidence to say what I want in front of people."
DISCUSSION GROUPS:- "Creates awareness."
"Made me less self-conscious and shy."
ENGLISH:- "Gives me opportunities to write things for play."
CHILD CARE:- "Good experience for working with children."
TRIP TO VICTORIA:- "We really got to know each other in different ways."
CAMPING TRIP:- "That's the first time I've ever been camping."

Activities considered most worthwhile by the students were varied and included core subjects as well as an assortment of other subjects. Three core subjects - Mathematics, English, and Science - were among the six considered by the students as the most worthwhile activities.

19. Have you participated in any community activities outside school hours since coming to City School?

Yes	47	(55.3%)
No	27	(31.8%)
No Response	11	(12.9%)

Please list these

Relatively few students listed activities and some of these indicated confusion about the question. These have been classified under a few very general categories:

Sports (many different kinds)	30	(35.3%)
Various handicrafts	6	(7.1%)
Volunteer work	6	(7.1%)
Musical activities	5	(5.9%)
Young people's groups	4	(4.7%)

20. How do you like being a student at City School compared to being at your previous school?

Like City School - more	53	(63.2%)
- the same	13	(15.3%)
- less	5	(5.9%)
- no response	9	(10.6%)

21. List all the advantages or good points of City School.

Advantages mentioned most often were:

- I have more freedom at City School.	16	(18.8%)
- I am able to work independently at my own pace.	16	(18.8%)
- There are good relationships between students and teachers.	14	(16.5%)
- Students are not pressured by teachers.	9	(10.6%)
- I am free to work in a manner and at activities of my own choosing.	8	(9.4%)
- I have a wider choice of activities.	8	(9.4%)
- I learn more.	6	(7.1%)
- I am becoming more responsible for myself.	5	(5.9%)
- Teachers are available when needed.	4	(4.7%)
- Field trips.	4	(4.7%)

Most of these responses were made by the senior students.

22. List all the weaknesses or disadvantages of City School.

Disadvantages mentioned most often were:

- There is a lack of equipment and facilities.	25	(29.4%)
- Some of the students hinder others from learning.	9	(10.6%)
- The school lacks structure and proper organization.	8	(9.4%)
- The school is too noisy.	6	(7.1%)
- The school lacks discipline.	6	(7.1%)
- Some students have problems with teachers.	6	(7.1%)
- The school is too far from home.	4	(4.7%)
- It is hard to work in this type of school.	4	(4.7%)
- There are not enough regular classes.	4	(4.7%)
- The school is too messy.	3	(3.5%)
- None.	3	(3.5%)

23. What suggestions would you make for improving City School?

The suggestions made most often by the students were:

- The school needs more equipment and facilities.	20	(23.5%)
- The school needs better organization and more structure.	12	(14.1%)
- Students should be carefully screened before being accepted.	11	(12.9%)
- The school should have bigger buildings.	11	(12.9%)
- There should be more discipline.	11	(12.9%)
- There should be more teachers.	10	(11.8%)
- The school should have a gymnasium.	8	(9.4%)
- The school needs more quiet areas.	6	(7.1%)
- There should be more classes at school.	5	(5.9%)
- The school should have more older students.	4	(4.7%)
- Students should be responsible for keeping the school clean.	3	(3.5%)
- Students who present problems should be removed.	3	(3.5%)
- None.	3	(3.5%)

The students are most concerned about the lack of facilities and equipment, the number of students that do not appear to be able to function in the school and the type of organization as it now exists. Their recommendations for change would include:

(a) provision of better equipment and facilities
(b) provision of more structure in the organization and operation of the school
(c) provision for careful screening of applicants

24. Please feel free to make further comments on anything you want about City School.

Although there were relatively few responses to this item, two kinds of comments predominated.
These were:

- Students like City School and hope it continues. 6 (7.1%)
- Students generally displayed enthusiasm for and appreciation of City School. 5 (5.9%)

A sample of the students' comments included:

- "There should be more schools of this type."
- "It is on the right track but they haven't nearly perfected it yet."
- "The most important thing I've learned here is to respect, accept, and understand people."
- "I don't care if I spelled the words wrong - it's irrelevant."
- "Thank you, I like feeling free."

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EVALUATION

V - QUESTIONNAIRE TO PARENTS

Questionnaires were mailed in May, 1972, to 86* homes of children currently attending City School. Of these, 58 (67.4%) were completed by parents and returned.

In addition, similar but not identical questionnaires were mailed to sixteen homes of children who had attended City School earlier in the school year but had withdrawn from there prior to May, 1972. Of these, six (37.5%) were completed by parents and returned.**

A summary of the opinions expressed by parents is as follows.***

1. I have (had) the following child(ren) attending City School this year:

	Current Parents No.	Current Parents %	Previous Parents
Number of Boys	26	37.1	3
Number of Girls	44	62.9	3
Total	70		6

The 58 "current" questionnaires which were returned represented a total of 70 children. For all but this question and questions 2 and 4, the number on which percentages are based is the 58 parent returns.

2. My child(ren) is/are presently enrolled in the following grade(s) or or year(s) in school:

Grade or Year	4 Curr.	5 Curr.	5 Prev.	6 Curr.	6 Prev.	7 Curr.	8 Curr.	8 Prev.	9 Curr.	10 Curr.	No Resp. Curr.
Boys	1	6	1	4	1	5	5	1	2	1	2
Girls		6	1	11	1	12	7	1	7	3	1
Totals as %	1.4%	12.9%		21.4%		24.3%	17.1%		12.9%	5.7%	4.3%

* Some families had more than one child attending City School. As only one questionnaire was sent to each home, the number of questionnaires distributed to parents is less than the number of students at the school.

** Throughout this summary of opinions expressed by parents, parents of present students will be referred to as "current" parents. Parents of children who have withdrawn will be referred to as "previous" parents. If not specified, assume parents to mean "current" parents.

*** Data from "previous" parents will not be presented as percentages. The toal number of parents involved is small, making percentages misleading.

The distribution by grade and sex of the children of responding parents is similar to the actual distribution of all students in the school. In these ways the sample of parents would seem representative of the total population.

3. My child(ren) attended the following school(s) last year:

The children of the 53 "current" parents who responded to this question attended 33 different schools the previous year. Of these 33 schools, 28 are Vancouver public schools.

The six children of the "previous" parents attended six different Vancouver public schools the preceding year. Three children returned to their original schools after leaving City School. Since two of the remaining students were in Grade 8, they could not return to their elementary school.

4. My child(ren) will continue at City School next year.

Yes	No	No Response
35 (59.3%)	21 (35.6%)	3 (5.1%)*

Please state your reasons.

Reasons given for continuing at City School were:

- My child is happy there. 10 (17.2%)
- My child's needs are being met. 3 (5.2%)
- I'm pleased with the scope of opportunities that are available. 3 (5.2%)
- My child has more confidence and a better attitude. 2 (3.4%)
- I'm pleased with my child's progress. 2 (3.4%)

Reasons given for not continuing at City School were:

- My child wants more structure and more activities that are available in a larger school. 3 (5.2%)
- My child cannot work in this type of school. 3 (5.2%)
- The school lacks discipline, care and guidance. 2 (3.4%)
- The school program lacks cohesion. 2 (3.4%)

More than half of the respondents said that their child(ren) will be returning to City School. This is a considerably higher proportion than was indicated by the students' responses. A few parents indicated that if their family were not leaving the area, their children would be returning to City School.

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* The responses to this question do not total 58 as one mother of two children answered in both the yes and the no categories.

A comparable question was asked "previous" parents. This was - For what reason(s) did you withdraw your child during the year?

Reasons given were:

- It was my child's decision. 3
- The school lacks guidance. 3
- The school lacks supervision. 2
- My child was unhappy. 2

A related question which was asked "previous" parents was: For what reason(s) did you select the school your child(ren) is/are now attending?

There were two basic responses to this question. These were:

- It is the school he went to before City School. 3
- It's the school in our area. 2

5. For what reason(s) did you select City School for your child(ren) this year?

Common responses to this question were:

- I agree with the philosophy which allows freedom of choice. 13 (22.4%)
- My child was bored and disinterested in other conventional schools. 7 (12.1%)
- I favour small classes with more freedom, no pressure and no exams. 5 (8.6%)
- It offered a free and concerned atmosphere. 5 (8.6%)
- My child was unhappy in his old school. 4 (6.9%)
- My child can pursue an interest without time limits. 4 (6.9%)
- Children can get away from the rigid disciplinarian approach. 3 (5.2%)
- It is a small school. 3 (5.2%)
- My child was doing poorly at other school. 2 (3.4%)
- I favour the ungraded, continuous aspect. 2 (3.4%)
- It would teach my child to think. 2 (3.4%)

Only one general reason was given for this by "previous" parents. This was:

- The school offers more challenge, enrichment, and the opportunity to work at one's own speed.

Generally, these responses fall into two broad areas - those who are dissatisfied with the previous school or traditional system, and those who support the philosophy and ideas behind City School.

6. Have you visited the school to observe the students while the school was in session?

	Yes	No	No Response
Current Parent	35 (60.4%)	22 (37.9%)	1 (1.7%)
Previous Parent	4	2	

If yes, how often?

Number of Visits	No. of Parents Responding	
	Current	Previous
1	5	
2-4	19	2
5-10	5	1
Several	10	1

Well over one-half of the parents said they have made such visits to City School, but more than a third have not. The frequency of visits made varies greatly. More than half of those responding have visited four or fewer times.

7. Have you participated in any of the school programs as a volunteer?

	Yes	No	No Response
Current Parent	15 (25.9%)	41 (70.7%)	2 (3.4%)
Previous Parent	2	4	

Please comment. If you have participated, please include in your comments the nature and extent of your participation.

Responses included:

	Current Parent	Previous Parent
- Working with students on various subjects; e.g., cooking, yoga, chemistry.	7 (12.1%)	1
- Driving children on field trips and outings.	7 (12.1%)	2
- Helping to organize tours at P.N.E. farm.	3 (5.2%)	
- Helping at the bazaar.	3 (5.2%)	
- For practical reasons (mostly because both parents are working full-time) I could not help.	8 (13.8%)	1

A quarter of the parents have participated in the programs as volunteers. More than two-thirds of the respondents have not been involved as volunteers with City School. A few of these latter commented that they were unable to help as both parents worked full-time.

8. Are you generally satisfied with the program that has been available for your child(ren)?

Yes	No	No Response
41 (70.7%)	9 (15.5%)	8 (13.8%)

Some of the comments offered were:

- Should be more instruction in certain subjects. 4 (6.9%)
- Want more academic work, more encouragement and more quiet space. 3 (5.2%)
- Child's self-confidence is finally showing. 3 (5.2%)
- The program is all right but it can't be left up to the child entirely. 2 (3.4%)

The majority of the parents expressed satisfaction with the program at City School. However, most parents who made comments pointed out difficulties or areas needing improvement.

9. Are you satisfied that your child(ren) has/have made adequate progress in the academic subjects?

	Yes	No	No Response
Current Parent	19 (32.8%)	17 (29.3%)	22 (37.9%)
Previous Parent	1	5	

The most frequently made comments were:

	Current Parent	Previous Parent
- I have no information on which to judge.	9 (15.5%)	
- There is insufficient emphasis on academic subjects.	7 (12.1%)	3
- I prefer that emphasis be placed on the child's interests rather than academics.	5 (8.6%)	
- My child has made little academic progress.	3 (5.2%)	
- Mathematics requires more emphasis.	3 (5.2%)	
- I think my child is ahead of her group.	3 (5.2%)	
- My child has done little all year.	2 (3.4%)	

10. Have you noticed any changes in your son(s)/daughter(s) since school started in September, e.g., behaviour, attitudes towards school, teachers, himself, or other students, etc.?

Yes	No	No Response
51 (87.9%)	4 (6.9%)	3 (5.2%)

What form did these changes take?

In responding, parents noted that their children:

- Had more confidence.	16 (27.6%)
- Had more positive attitudes.	9 (15.5%)
- Look forward to going to school now.	8 (13.8%)
- Are happier.	8 (13.8%)
- Are more relaxed.	7 (12.1%)
- Have better rapport with other students and teachers.	6 (10.3%)
- Show an attitude of trust toward teachers.	4 (6.9%)
- Are more aggressive and less content.	4 (6.9%)
- Are more responsible.	4 (6.9%)
- Are more mature.	3 (5.2%)
- Show more self-discipline.	3 (5.2%)
- Are less aggressive and hostile.	3 (5.2%)
- Enjoy school.	3 (5.2%)
- Have lost respect for schooling and teachers.	2 (3.4%)
- Are more independent.	2 (3.4%)

When did you notice the changes?

The responses in general terms were:

- Soon after school started.	18 (31.0%)
- Before Christmas.	10 (17.2%)
- After Christmas.	10 (17.2%)
- Gradually.	8 (13.8%)

What do you think caused the changes?

The most frequently suggested causes were:

- The friendly teacher-student relationships.	12 (20.7%)
- A lack of pressure.	7 (12.1%)
- The atmosphere of the small school.	6 (10.3%)
- The increased freedom.	6 (10.3%)
- A feeling of involvement.	5 (8.6%)
- The feeling of being accepted as an individual.	5 (8.6%)
- The opportunity to think for oneself.	3 (5.2%)
- The absence of competition.	2 (3.4%)
- The lack of structure and discipline.	2 (3.4%)

Nearly all parents had noticed changes in their child(ren) since school started in September. Most of the changes noted were of a personal/social (rather than academic) nature. Most of the changes noted were in a positive, constructive direction. The changes occurred at assorted times throughout the year, although most changes seemed to appear soon after school started. Friendly teacher-student relationships was noted most frequently as the reason for changes in students.

11. Describe any gains that your child(ren) has/have made personally and socially since September and indicate to what you attribute them.

In describing student gains, parents indicated that their children:

- Were more self-confident socially.	15 (25.9%)
- Were more self-reliant.	9 (15.5%)
- Were more mature.	6 (10.3%)
- Were happier.	5 (8.6%)
- Were more considerate in their behaviour.	5 (8.6%)
- Cultivated a greater variety of friendships.	4 (6.9%)
- Were not afraid to voice an opinion on any subject.	2 (3.4%)
- Liked school.	2 (3.4%)
- Had developed wider interests.	2 (3.4%)

These bear some similarity to various positive features of City School and to the personal gains mentioned by the students. Few parents attributed the gains to specific causes.

12. Describe any losses that your child(ren) has/have made personally and socially since September and indicate to what you attribute them.

Losses mentioned most often were:

- There have been none.	17 (29.3%)
- My child has been separated from her local friends.	9 (15.5%)
- My child has suffered academically.	5 (8.6%)
- My child has developed poorer work habits.	2 (3.4%)
- This has been a lost school year.	2 (3.4%)
- There has been an increased use of foul language and profanity.	2 (3.4%)

The largest group of parents felt that there had been no losses as a result of their children attending City School.

13. What feature or aspect of City School do you like best?

"Best-liked" features frequently noted were:

- The student-teacher relationships.	12 (20.7%)
- The freedom of choice.	10 (17.2%)
- The teachers.	9 (15.5%)
- The informality of the school in general.	4 (6.9%)
- The opportunity for a child to be responsible for his own decisions.	4 (6.9%)
- The opportunity to learn at one's own speed.	3 (5.2%)
- The size of the school.	3 (5.2%)
- The school's meetings.	2 (3.4%)

The best-liked features tended to be of a more personal/social nature rather than academic. This parallels the students' reactions to the school program.

14. What feature or aspect of City School do you like least?

The "least-liked" features frequently noted were:

- The lack of facilities and equipment.	10 (17.2%)
- The lack of information on pupils' academic progress.	7 (12.1%)
- The confusion.	5 (8.6%)
- The excessive freedom.	5 (8.6%)
- The carelessness and irresponsible attitude of the students.	5 (8.6%)
- The lack of structure in the program.	5 (8.6%)
- The failure to screen students.	3 (5.2%)
- The lack of emphasis on academic work.	3 (5.2%)
- The voluntary attendance procedures.	2 (3.4%)
- The physical plant.	2 (3.4%)
- The amount of stealing that goes on.	2 (3.4%)
- The lack of discipline.	2 (3.4%)

As was noted in the students' responses, negative responses tended to be more concerned with the academic aspects of the school program.

15. Has/have your child(ren) been involved in any community activities since September (other than directly through City School)?

Yes	No	No Response
32 (55.2%)	22 (37.9%)	4 (6.9%)

If yes, please comment on these activities.

Responses to this question were varied. This was due in part to the fact that many parents misinterpreted the question. The majority of "yes" responses referred to the child's participation in a community centre program.

16. Are you in favour of a policy of voluntary attendance for your child(ren)?

	Yes	No	No Response
Current Parent	25 (43.1%)	28 (48.3%)	5 (8.6%)
Previous Parent	3	3	

Reasons given for their choices by "current" parents were:

- Children must make their own decisions on this.	9 (15.5%)
- It depends on the age and the child.	8 (13.8%)
- Children should attend regularly.	7 (12.1%)
- Checks should be made on non-attenders.	5 (8.6%)
- I want to know when my child isn't in school.	5 (8.6%)
- It places too much responsibility on children.	4 (6.9%)
- Definitely not - who can voluntarily attend a job?	4 (6.9%)
- A child's responsibility is to attend.	3 (5.2%)

The main reasons given by "previous" parents were:

- Possibly it might work for certain people under ideal circumstances. 3
- I was in favour of this but it didn't work out and I no longer favour it. 2

Opinions were divided on this matter with a slightly larger group not being in favour of voluntary attendance. A number of parents made their choice then added qualifying remarks, e.g., it depends on the age and the child.

17. Are you in agreement with permitting your child(ren) to visit areas within the city during school hours without adult supervision?

	Yes	No	No Response or Mixed Response
Current Parent	41 (70.7%)	14 (24.1%)	3 (5.2%)
Previous Parent	2	3	1

Comments made in response to this question were:

	Current Parent	Previous Parent
- It is a planned learning experience.	12 (20.7%)	
- I approve if the school is aware of where the children are going.	9 (15.5%)	
- It would depend on the age and development (maturity) of the child.	7 (12.1%)	2
- I agree under certain conditions, e.g., if students are in small groups, if they are old enough, if times are limited, within reason.	7 (12.1%)	
- Children need some supervision.	6 (10.3%)	3
- I am very definitely (in agreement).	6 (10.3%)	
- The child learns self-reliance and independence.	5 (8.6%)	

Most of the parents who responded "no" to this question were parents of younger children. A number of parents qualified their choices. The proportion of "previous" parents who said "no" was greater than that for "current" parents.

18. Do you think that your child(ren) is/are given too much freedom in selecting his/her/their learning experiences?

Yes	No	No Response
18 (31.0%)	29 (50.0%)	11 (19.0%)

Comments made to this item included:

- Children require some direction.	13 (22.4%)
- Certain basics should be compulsory.	7 (12.1%)
- With total freedom, children shy away from poor subjects.	4 (6.9%)
- Children need strong guidance, supervision, and follow-up.	4 (6.9%)
- Children require more direction in the three R's.	3 (5.2%)
- Freedom has resulted in my child pursuing non-academic and social activities only.	2 (3.4%)

One-half of the parents said that they did not think that their children were given too much freedom in selecting their learning activities. However, nearly a third of the parents thought that their children had too much freedom.

19. What do you consider to be the major strengths and weaknesses of City School?

a) Strengths

Strengths suggested by parents were:

	Current Parent	Previous Parent
- It allows freedom of choice and self-expression.	20 (34.5%)	
- It has good teachers.	19 (32.8%)	2
- Students have rapport with teachers.	12 (20.7%)	
- Individual programs enable the student to work at his own level.	6 (10.3%)	
- Students are given a chance to be self-reliant and responsible.	5 (8.6%)	1
- It allows freedom of student creativity.	4 (6.9%)	
- It is a small school.	4 (6.9%)	
- Pupils are interested and happy.	3 (5.2%)	
- Children are involved in decision making.	3 (5.2%)	
- It encourages positive teacher-student cooperation.	3 (5.2%)	
- There is less pressure.	3 (5.2%)	
- Outdoor activities are encouraged.	2 (3.4%)	
- It fosters learning in the community; an experiential approach.	2 (3.4%)	3
- Its informality breeds confidence.	2 (3.4%)	

The advantages listed by parents as being most significant fall into three general categories:

- the philosophy of "freedom" which permeates the program;
- the superior teaching staff;
- the personal/social gains children are making.

b) Weaknesses

Weaknesses suggested by parents were:

	Current Parent	Previous Parent
- The lack of facilities and equipment.	15 (25.9%)	1
- The lack of academic success and direction.	8 (13.8%)	
- The excessive noise that persisted throughout the year.	7 (12.1%)	
- The lack of firmness with students who don't care.	7 (12.1%)	
- The poor screening of students.	6 (10.3%)	2
- The high ratio of students to teachers.	6 (10.3%)	
- The failure of staff to divide their time equitably among all students.	5 (8.6%)	1
- The absence of structure in the program.	3 (5.2%)	2
- The lazy student can drift too easily, therefore too many students do too little.	3 (5.2%)	1
- The need for students to be challenged and pushed.	2 (3.4%)	
- The excessive amount of freedom.	2 (3.4%)	1
- The large number of visitors.	2 (3.4%)	
- The lack of supervision.	1 (1.7%)	2
- The inclusion of young children in a program that is more suited to older children.	1 (1.7%)	1
- Insufficient pre-planning.	1 (1.7%)	2

20. What aspects of City School should be changed?

The parents' responses indicated that the school required:

	Current Parent	Previous Parent
- Better facilities and equipment.	5 (8.6%)	1
- More academic programs.	5 (8.6%)	2
- An evaluation which would compare the achievement of its students with students of other schools.	5 (8.6%)	
- More structure.	4 (6.9%)	3
- A more careful screening of students.	4 (6.9%)	2
- A policy of compulsory subjects for all with enforced attendance.	3 (5.2%)	1
- A policy of admitting self-motivated students only.	3 (5.2%)	
- A better system of reporting to parents.	3 (5.2%)	
- A policy which would enable it to be open at all hours.	2 (3.4%)	
- More teachers to provide a better pupil-teacher ratio.	1 (1.7%)	1

As many parents had already listed responses to a similar question on "weaknesses" of the program, they chose not to repeat their comments, hence the reduced response to this item. The major concerns of the parents suggest a need for:

- better facilities and equipment;
- more emphasis on the academic programs;
- more organizational structure;
- greater care in screening student applicants.

21. Please feel free to make any further comments on any aspect of City School.

Responses to this item were exceedingly varied and in many instances were lengthy. Very often, the parents amplified what they had said in their earlier responses. For these reasons, only a sample of typical responses is produced here.

Actual comments of "current" parents:

- "Screening of students is vital and should be done on this basis. Consider: ability to work on their own, a strong self-concept, good intelligence, and sound emotional development."

- "We would like our children to have a greater and consistent confrontation of academics."

- "When a school advocates further permissiveness and practically a complete lack of discipline in an already free society, in the long run, it is bound to fail."

- "We think in time City School can and should be a great success but there are a few changes that should be made."

- "I now have a girl interested in people and her surroundings, who gets along with students and adults alike. She may never be an "egg head" but she will be a confident, happy person, thanks to City School."

- "Disappointing to say the least."

- "I want to thank you for starting the school - I don't know what would have happened if my son hadn't heard about it."

- "Those students who are presently in the school who are not motivated, could be placed elsewhere in the system."

Actual comments of "previous" parents:

- "To the parents of the first students, it seemed that City School was thrown together with no proper forethought or planning. The students didn't know where to start, and no one could guide them."

- "Perhaps Grade 5 is too young to begin City School after attending a 'traditional' school."

- "It is gratifying to see such sincere men and women putting forth such efforts to make this new approach work. They deserve high praise."

- "If City School is to continue, screening should be made to prevent other schools from unburdening themselves with their problems."

- "It's a worthwhile experiment that should be continued, but it needs continued evaluation."

SUMMARY

City School, an experimental school run by the Vancouver School Board, has just completed its first year of operation. It enrolls approximately 100 students, most of whom are registered in Grades 5 to 10. These students previously attended more than 40 different schools, largely Vancouver public schools. There are more girls than boys - approximately a 3:2 ratio. The students are not evenly divided among the grade levels with nearly half of them registered in Grades 6 and 7 and only a few registered in Grade 10.

An evaluation, mostly carried out during May, 1972, used several approaches in an attempt to assess students' self-concepts, attitudes towards school, and achievement. In addition, the opinions of the students and of their parents on various aspects of City School were obtained on questionnaires.

The Coopersmith Self-Esteem Inventory was administered to students in January and again in May. A comparison of the pre- and post-test results revealed no statistically significant differences.

A School Sentiment Index was given to the students in May to assess their attitudes towards several aspects of school. These attitudes seemed to be above average in all areas except "Learning," in which they had an average rating. In comparison with students from several Vancouver schools, the "attitudes towards school" of City School students tended to be similar at the lower grade levels (Grades 5 and 6) and slightly more positive at the upper grade levels (Grades 7 to 10). (See Tables III and IV.)

Achievement Tests in English and Mathematics were given to all students. Students in Grades 5 to 9 had the Metropolitan Achievement Tests while the Grade 10 students had the Gates-MacGinitie Reading Tests and the Beattie Test of Mathematical Fundamentals for Grades 7 to 12. The results for City School students were average or higher than the norms on all subtests, at every grade level, except for the Language subtest at Grade 8 and the Beattie Mathematics Test at Grade 10. (See Tables I and II.) From this one set of results, there is no way of knowing how much the students have improved during the year as their functioning levels were not ascertained at the beginning of the year. Thus, these results should not be interpreted as an indication of what the students have learned at City School - they simply denote the current levels of student functioning.

A survey test in Mathematics was administered to all pupils in Grade 6 of Vancouver schools during the week of May 29 - June 2, 1972. The scores obtained by City School students on this test were below average compared to other Vancouver schools.

Questionnaires were completed by 85 students (approximately 85%) and 58 parents (67.4%). Returns were also received from six (37.5%) parents of students who withdrew from City School prior to May, 1972.

According to the students, 42.4% of them definitely expect to return to City School in September, 1972; according to their parents, 59.3% of the students will be returning to City School in the Fall. Nineteen of the original 100 students had withdrawn from the school by May. Most of the students who were leaving City School, as well as those who had already withdrawn, planned to return to a school with a more traditional system. Reasons given for leaving included:

- having a preference for a school with more structure and/or academic emphasis;
- City School is too small to have some of the activities needed or wanted;
- students were not doing enough work at City School;
- a school closer to home was desired.

The various kinds of "freedom" found at City School were mentioned frequently by students and parents. The features of this freedom noted most often were:

- a student can pursue his own interests;
- one can work at one's own speed;
- the child can choose both his activities and when he will engage in them;
- there is a lack of supervision and pressure.

Freedom was a major attraction of the school but feelings about it were not entirely positive. The lack of pressure seemed to have great appeal for the students. While parents liked this feature they were less enthusiastic about it than were the students. A number of students and parents said that the lack of pressure often results in not enough work being done by the students. Even though liking the freedom to work at their own interests and at their own speed, many students felt that they would like to have more teacher direction.

Half of the parents said that they did <u>not</u> think that their children were given too much freedom in selecting their learning activities; however, nearly a third of the parents thought that their children had too much freedom in this regard.

Related to this is the matter of voluntary attendance. Parents were divided in their opinions on whether voluntary attendance of students at school was desirable.

Many students and parents noted that there was a sizeable group of students at City School who did not fit into or function well in that kind of setting. Indeed, they seemed to feel that these students spoiled the school and its functioning for the others. There were frequent comments and suggestions by both parents and students to indicate that these students should be removed from the school. Both the students and their parents recommended that there should be a screening of applicants to ensure a careful selection of students for City School next year.

In general, the positive aspects of City School, including the gains made by the students, tended to be largely of a personal/social nature. Parents and students noted that the children were happier, more relaxed, more confident, more responsible, and had improved attitudes towards school. Many students responded favourably to being treated more as individuals than they thought they had been before. Assets of the school observed by parents fell into three broad categories:

- the philosophy of "freedom" which permeates the program;
- the superior teaching staff;
- the personal/social gains their children are making.

On the other hand, the losses made by the students and the disadvantages of the school that were mentioned by parents and students tended to be more of an academic nature. Only one-third of the parents acknowledged satisfaction with the academic progress of their children but another third did not answer this question. Some parents who gave no response complained about the lack of information on pupils' academic progress which they said made it impossible for them to comment on its adequacy.

Many students and parents felt that one of the school's greatest handicaps was the inadequacy of its buildings and equipment. The facilities were designed for children at the primary level and are, not surprisingly, unsuitable in some ways for older children. The features noted most often as being inadequate were the library, the science equipment, and the facilities for Physical Education (lack of a gymnasium, in particular).

Other weaknesses of City School noted by parents and students throughout the questionnaires were:

- students don't do enough work;
- the school lacks structure;
- there is not enough academic emphasis;
- some students make it hard for the others to work and have a bad effect on the school generally;
- the school is too far from home and friends.

Most parents did <u>not</u> note specific losses that their children had experienced since going to City School.

More positive than negative comments were made, particularly by the students.

There was commendation by parents and students of the high calibre of the teachers at City School. The friendly student-teacher relationships possible at the school were especially appreciated. There were some comments to the contrary but these were in the minority.

One of the points made most often by the students and the parents was that the lack of structure and organization at City School seemed to create and to contribute to many difficulties. Many students objected to various signs of disorganization, such as:

- poor attendance at "classes;"
- insufficient number of academic classes;
- constant noise throughout the whole school;
- mess around the school;
- students who interfered with the activities of others.

Many parents and students suggested that there should be more structure and organization to combat these problems. Specific suggestions indicated that:

- there should be more rules with enforced discipline;
- there should be more organized or regular kinds of classes of an academic nature;
- there should be some compulsory subjects;
- attendance at the school and at classes should be required;
- there should be greater pressure on the students to set goals and work towards them;
- there is a need for establishing and maintaining quiet areas for working in the school (the library was suggested by several).

Based on this assessment, it is not possible to say with any degree of confidence how well some of the objectives of City School are being reached. There were indications that some measure of success has been reached in the attainment of at least two of the objectives. These are:

- to provide for the exploration of areas of interest not normally available in schools;
- to explore the community and become practically involved.

The timetable and questionnaire responses suggest that a large variety of subjects for study was available and that many assorted field trips have occurred. A more comprehensive evaluation over a full school year, that would include both pre- and post-testing, should provide more accurate information on the attainment of objectives. This might be considered for the upcoming school year of 1972-73.

In conclusion, parents and students like many aspects of City School but feel that some changes are required. Generally, it would seem that they think it is too extreme in certain ways and that there should be greater moderation in these respects at City School.

- 0 -

"Avoid Extremes; and shun the fault of such
Who still are pleas'd too little or too much."

Alexander Pope - Essay on Criticism

ED 074122

APPENDIX A

SCHOOL SENTIMENT INDEX

Intermediate Level

Directions: On your answer sheet please show whether each of these sentences is true or untrue for you by marking "true" if the sentence is true or "untrue" if it is not true.

For example:

	True	Untrue	
1.	▱	▱ (X)	1. My class is too easy
2.	▱ (X)	▱	2. I'd like to stay at my school always.

There are no right or wrong answers, so respond to each item as honestly as you can. Do not write your name on your answer sheet.

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		True	Untrue
1.	Other children bother me when I'm trying to do my school work.	☐	☐
2.	My teacher always tells me when she is pleased with my work.	☐	☐
3.	My teacher is interested in the things I do outside of school.	☐	☐
4.	Each morning I look forward to coming to school.	☐	☐
5.	This school is like a jail.	☐	☐
6.	In our class, we often get a chance to make decisions together.	☐	☐
7.	I often feel rushed and nervous in school.	☐	☐
8.	My teacher gives me work that is too hard.	☐	☐
9.	Other children often get me into trouble at school.	☐	☐
10.	My teacher seldom tells me whether my work is good or bad.	☐	☐
11.	My teacher listens to what I have to say.	☐	☐
12.	It is hard for me to stay happy at school.	☐	☐
13.	I follow the rules at school.	☐	☐
14.	There are many different activities at school from which I can choose what I would like to do.	☐	☐
15.	When I do something wrong at school, I know I will get a second chance.	☐	☐
16.	My teacher gives me work that is too easy.	☐	☐
17.	I often must do what my friends want me to do.	☐	☐
18.	My teacher tries to make school interesting to me.	☐	☐
19.	I try to do my best in school.	☐	☐
20.	My teacher does not care about me.	☐	☐

	True	Untrue
21. School gives me a stomachache.	☐	☐
22. The principal of my school is friendly toward the children.	☐	☐
23. I get as many chances as other children to do special jobs in my classroom.	☐	☐
24. My teacher does not give me enough time to finish my work.	☐	☐
25. The other children in my class are not friendly toward me.	☐	☐
26. In school I have to remember too many facts.	☐	☐
27. I like to do school work at home in the evenings.	☐	☐
28. My teacher doesn't understand me.	☐	☐
29. I often get headaches at school.	☐	☐
30. The principal's main job is to punish children.	☐	☐
31. My teacher treats me fairly.	☐	☐
32. My teacher makes sure I always understand what she wants me to do.	☐	☐
33. I really like working with the other children in my class.	☐	☐
34. I would rather learn a new game than play one I already know.	☐	☐
35. I'm afraid to tell my teacher when I don't understand something.	☐	☐
36. I feel good when I'm at school.	☐	☐
37. I get scared when I have to go to the office at school.	☐	☐
38. My teacher unfairly punishes the whole class.	☐	☐
39. I get tired of hearing my teacher talk all the time.	☐	☐
40. School is a good place for making friends.	☐	☐

		True	Untrue
41.	I wish my class could have this teacher next year.	☐	☐
42.	I like trying to work difficult puzzles.	☐	☐
43.	My teacher scares me.	☐	☐
44.	I like to stay home from school.	☐	☐
45.	When I have a problem on the playground at recess, I know I can find a nice teacher to help me.	☐	☐
46.	I don't like most of the children in my class.	☐	☐
47.	My teacher is not very friendly with the children.	☐	☐
48.	The biggest reason I come to school is to learn.	☐	☐
49.	My teacher is mean.	☐	☐
50.	I am embarrassed to be in the class I'm in.	☐	☐
51.	My teacher grades me fairly.	☐	☐
52.	I think a new child could make friends easily in my class.	☐	☐
53.	I feel like my teacher doesn't like me when I do something wrong.	☐	☐
54.	There are too many children in my class.	☐	☐
55.	When a new child comes into our class, my friends and I try very hard to make him or her feel happy.	☐	☐
56.	My teacher likes some children better than others.	☐	☐
57.	I feel unhappy if I don't learn something new in school each day.	☐	☐
58.	When I do something wrong, my teacher corrects me without hurting my feelings.	☐	☐
59.	I like school better than my friends do.	☐	☐
60.	I have to share books with other children too often at school.	☐	☐

		True	Untrue
61.	I know what my teacher expects of me.	☐	☐
62.	My teacher is often too busy to help me when I need help.	☐	☐
63.	I want to be a very good student.	☐	☐
64.	My teacher does not scare the children.	☐	☐
65.	I often feel lost at school.	☐	☐
66.	My teacher usually explains things too slowly.	☐	☐
67.	There's no privacy at school.	☐	☐
68.	Older children often boss my friends and me around at school.	☐	☐
69.	At school other people really care about me.	☐	☐
70.	I would rather get books for my birthday than toys or clothes.	☐	☐
71.	I would rather eat lunch at home than at school.	☐	☐
72.	My teacher bosses the children around.	☐	☐
73.	The children in my class nearly always obey the teacher.	☐	☐
74.	We change from one subject to another too often in my class.	☐	☐
75.	I like my teacher.	☐	☐

EC 074123

APPENDIX B

SCHOOL SENTIMENT INDEX

Secondary Level

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A) if you strongly agree

B) if you agree

C) if you disagree

D) if you strongly disagree

1. My teachers rarely explain to me why I deserve the grades I earn on assignments and tests.
2. I do my best in school.
3. My teachers are interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. My teachers allow students some choice in what they study in class.
7. I often feel rushed and nervous at school.
8. My teachers give assignments that are too difficult.
9. Students here aren't very friendly.
10. My teachers try to make their subjects interesting to me.
11. I hate having to do homework.
12. My teachers are interested in what I have to say.
13. When I'm at school, I'm usually unhappy.
14. This school is run like a prison.
15. In most of my classes, individual students can choose assignments which are interesting to them.
16. If I did something wrong at school, I know I would get a second chance.
17. My teachers give assignments that are just busy-work.
18. I enjoy working on class projects with other students.
19. My teachers really like their subjects.
20. I would rather learn a new sport than play one I already know.
21. My teachers are personally concerned about me.
22. School depresses me.
23. Whenever I'm called to one of the offices at school, I feel upset.
24. I think there is too much pressure in school.

25. My teachers give me too much work.

26. School is a good place for making friends.

27. My teachers are boring.

28. I like the challenge of a difficult assignment.

29. My teachers don't try to understand young people.

30. I stay home from school whenever I can.

31. My classes are too big.

32. I'm very interested in what goes on at this school.

33. My teachers explain assignments clearly.

34. In school I have to memorize too many facts.

35. The main reason for going to school is to learn.

36. If I had a serious problem, I don't know one teacher in my school I could go to.

37. Students have enough voice in determining how this school is run.

38. My teachers have encouraged me to think for myself.

39. My teachers have been fair to me.

40. I usually don't get involved in many school activities.

41. My teachers won't give me any idea of what will be on their tests.

42. I really like most of the kids at this school.

43. My teachers don't allow me to be creative.

44. Teachers recognize my right to a different opinion.

45. I get tired of listening to my teachers talk all the time.

46. I attend many school events.

47. I like to talk to my teachers after class.

48. I think my teachers are too old-fashioned.

49. I really feel I'm part of my school.

50. My teachers frequently show a lack of preparation.

51. It is difficult for a new student to find friends here.

52. I have a good relationship with most of my teachers.

53. My favorite classes are those in which I learn the most.

54. I would like to go to school all year long.

55. Each September I look forward to the beginning of school.

56. Our school is so large, I often feel lost in the crowd.

57. I usually get the grade I deserve in a class.

58. My teachers are friendly toward the students.

59. I try to do good work in my class.

60. My teachers still respect me as a person even when I've done poorly on my school work.

61. I like school better than my friends do.

62. There's no privacy at school.

63. My teachers let me know what is expected of me.

64. I enjoy the social life here.

65. My teachers grade me fairly.

66. There are many closed groups of students here.

67. My teachers like working with young people.

68. I often buy books with my own money.

69. My teachers are too concerned with discipline.

70. I liked school better when I was in elementary school than I do now.

71. At school, other people really care about me.

72. If I thought I could win, I'd like to run for an elected student body office.

73. My teachers will discuss grade changes with me.

74. My teachers just don't care about students if they're not going to college.

75. I do more school work than just what is assigned.

76. Teachers at my school cannot control their classes.

77. My teachers give me individual help willingly.

78. Lunch time at school is not fun.

79. My teachers are often impatient.

80. If I had the choice, I wouldn't go to school at all.

81. My teachers have "pets".

82. My teachers often waste too much time explaining things.

83. I follow the school rules.